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Sixteen programs conducted in the first year of a five year project included city, village, suburban, and rural schools from the elementary through senior high school level. The students in demonstration projects; were from deteriorating slum areas of large cities, were children of families of recent in-migrants from the South or Puerto Rico, were members of ethnic, nationality or minority groups, or were in some way characterized by cultural disadvantagement.

Programs used several approaches, frequently in combination: small classes, remedial instruction, tutorial instruction, field trips, community resources, special parent meetings, and adult education courses. Ten of the sixteen programs focused on the elementary level.

Evaluation methods and techniques proposed were as varied as the projects themselves. Evaluation was usually made by use of control groupings, "before and after" techniques, and comparison methods.

At the end of the first year, several conclusions seem warranted: school districts serving the culturally disadvantaged were not limited to one geographic area of the state or to one type of community; the comprehensive programs were the most promising; districts were having greatest difficulty in determining the nature of the effects of impoverishment; greatest strides made during the first year were with faculty and other staff members who have altered their views concerning the potentialities of the pupils involved; and parental support to the project was gratifying. Numbrous charts, tables, and the 1961 announcement letter of the project are included.

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# PROJECT ABLE

## the first year

— Culturally Deprived or low socio-economic —

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## Foreword

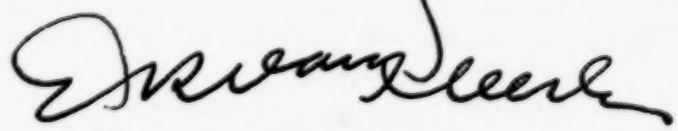
Within New York State, and beyond its borders, "ABLE" is becoming a more and more familiar concept to the people in public elementary and secondary school education. This term, coined and applied initially to a proposed project by Bruce E. Shear, Director, Division of Pupil Personnel Services, seems to describe fittingly the reactions and progress of disadvantaged children and youth in response to a school system's attempts to provide them with "compensatory education", equalized in line with their cultural differences.

This bulletin has been prepared to summarize first year efforts made by a number of New York State school districts under a demonstration program titled Project ABLE, proposed by the Board of Regents, endorsed by Governor Nelson A. Rockefeller, and implemented by a $200,000 grant of the New York State Legislature. Responsibility for Project supervision was assigned to the Bureau of Guidance, Dr. Irving Ratchick, Chief.

As the bulletin so convincingly demonstrates, the children in the Project and their parents have not only been anxious for, but have enthusiastically responded to, enriched educational opportunities. In many cases, acceptance of these possibilities, along with their enriching activities, has resulted in the development in the participants of a liking for and a desire to stay in school, the motivation to climb higher on the socio-economic scale, and the adoption of behavioral and intellectual values more in line with their real potentialities.

Project ABLE is, in part, a State Education Department response to the national need for an increased reservoir of talented, able and creative manpower, many of whose potential members are presently unrecognized or, if identified, "under-aided."

The first-year report of Project ABLE was prepared by the Bureau of Guidance Project Coordinator, Dr. Bernard A. Kaplan. Dr. Kaplan is presently on one year leave of absence to serve as Assistant Director, Project on School Dropouts of the National Education Association, in Washington, D.C. During his absence, James W. Moore has assumed coordination of Project ABLE in addition to such duties with respect to Project STEP and Talent Search. Final editing was the responsibility of Dr. Hubert W. Houghton, Supervisor, Bureau of Guidance.



Edwin R. Van Kleeck
Assistant Commissioner for
Pupil Personnel Services
and Adult Education

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# PROJECT ABLE

## The First Year

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## Chapter I

## General Background

### Introduction

During the school year 1961-62, 16 New York State school districts, under the auspices of the New York State Education Department, inaugurated local demonstration projects collectively titled Project ABLE. These demonstrations, which may be conducted with annual approval from the Department by the participating districts for a period of 5 consecutive years, are attempting to develop improved approaches and programs for a segment of the school population popularly known as the culturally deprived.* The background and implementation of Project ABLE as a State Education Department program and a review of the program after one year of operation are covered by this report.

### Historical Perspective

The Educational Policies Commission of the National Education Association, surveying the current and future manpower situation in the United States in its 1956 report, Manpower and Education,** included as two of its eight conclusions:

"The nation has resources of needed talent not now adequately employed. More manpower can be obtained now through better utilization of the services of women, minority groups, and older people. The reservoir of manpower can be enlarged and improved through the reduction of illiteracy, through the education of those who are now undereducated, through recognition of the mobility of workers, through vocational rehabilitation of the handicapped, and through wide-scale improvements in physical and mental health."

"The manpower problem is not only a matter of sheer numbers of people. Its solution requires full development and wise use of every person's abilities. The manpower problem is thus increasingly an education problem. The most important need is better educated men and women."

Riessman, in The Culturally Deprived Child,*** pointed out:

"In 1950, approximately one child out of every ten in the fourteen largest cities of the United States was 'culturally deprived.' By 1960, this figure had risen to one in three. This ever increasing trend is due to their rapid migration to urban centers. By 1970, it is estimated that there may be one deprived child for every two enrolled in schools in these large cities."

*The terms, "culturally deprived," "disadvantaged," "underprivileged," "impoverished," and "lower socio-economic group" will be used interchangeably throughout this report.

**Educational Policies Commission, Manpower and Education. National Education Association, Washington, D.C. 1956. p. 124.

***Riessman, Frank, The Culturally Deprived Child. Harper and Brothers, New York. 1962. p. 1.

This focus on manpower needs, underused potentials and the culturally deprived child reflected the growing concern of many Americans in the light of post-war economic and sociological developments in the country and the international situation of which Sputnik was but one compelling factor. Conant, Cole, Wolfle and others, reporting for organizations or writing as individuals, described national needs and volunteered possible solutions. As in the previously mentioned Educational Policies Commission report, education was cited as a high priority item in bringing about proposed solutions. In theory and in action, this emphasis on improvement in education took various forms, all, however, related to the common objective of bettering the record of current school efforts. Renewed attention was directed to special programs for the gifted and the academically talented, to education for excellence, to preventative or rehabilitative programs for school dropouts.

Well known now are the improved, strengthened programs in science and mathematics and in guidance, counseling and testing that have been supported since 1958 through the National Defense Education Act. The Advanced Placement Program, the Scholarship Incentive Plan, increased scholarships, Early Decision, Early Admission, teacher upgrading, -- all have appeared on the scene.

The New York State Education Department, through its Bureau of Guidance, for example, sponsored a six-year Holding Power Project commencing in 1954. From 1959 to the present, the Bureau of Guidance initiated a series of Talent Search projects in which capable secondary school students from poor background were sought out, stimulated and encouraged to higher achievement and aspirational levels. A School-to-Employment Project (STEP) was initiated by the Bureau of Guidance in 1961 to assist school districts in the development of special programs for 15 year old potential school drop-outs at the transitional point from school to work.

During this period, one of the most interesting, dramatic, widely known and significant efforts in this area was taking place in New York City. Started in September, 1956, as the Demonstration Guidance Project and supported by the College Entrance Examination Board, the National Scholarship Service and Fund for Negro Students, and the New York City Board of Education, a special demonstration program for culturally deprived pupils at Junior High School No. 43, and subsequently George Washington High School, was phenomenally successful, both as a local and national example. Later expanded to third grades in 31 elementary schools and the 7th grades of 13 junior high schools in New York City and retitled Higher Horizons, this program convincingly demonstrated to educators, the general public, and culturally deprived groups alike, the tremendous talent potential that exists among these pupils and the numerous possibilities for developing it, given sufficient support and encouragement. These programs aimed at raising the educational attainment and vocational sights of pupils from underprivileged areas through provision of additional services for guidance, teacher training, remedial instruction and cultural enrichment. The results for the Project group of the original demonstration were impressive indeed:

The number of high school completions increased by 39 per cent as compared to previous groups from the same junior high school.

The number of pupils completing the academic course increased 150 per cent.

The number of pupils who went on to some form of higher education increased 250 per cent.

Verbal I.Q. scores (which usually diminish for culturally deprived children) rose from a median of 93 in grade 8 to a median of 102 in grade 11.

In a graduating class of more than 900, Project pupils ranked 1, 4, and 6. Project pupils were accepted by such colleges as Amherst, Columbia, Union, Franklin and Marshall, and the University of Michigan.

Reading ability and grades improved, school attendance increased, discipline problems diminished, and parents' participation in the school program rose. "In 1960, 39 per cent more students graduated from George Washington High School than did before the Project was begun, and 3½ times as many went on to college. More than half showed definite gains in I.Q. scores, with some increases up to 40 points. Attendance figures at Junior High School No. 43 indicate that there are an average of 30 additional pupils in school every day, compared to pre-project figures."*

The Great Cities Gray Areas School Improvement Program, conducted in the school systems of 10 of the largest cities in the country, is a similar attempt, with comparable encouraging results, to improve the schooling of culturally deprived students through adaptations in curriculum, organization, use of personnel, teacher education, instructional materials and equipment.

Project ABLE, the first statewide program in New York State to focus on the education of culturally deprived pupils, was proposed in the spring of 1961 by the New York State Board of Regents:

"America can no longer afford the loss through inadequate development of any source of human talent. It is well established that one of the richest sources of undeveloped (and underdeveloped) talent is among underprivileged and culturally deprived peoples. In our State, especially in New York and other major urban areas, there are large numbers of such persons.

In a day of serious shortages in trained manpower in many critical occupations and in an era of increasing emphasis on individual self-fulfillment, it is unconscionable to neglect or overlook the potential talent of even one of these people.

Experimental projects in the City of New York have demonstrated that with special guidance and counseling procedures and intensified education programs in the schools, dramatic results can be obtained in uncovering and developing hitherto hidden talent among these groups.....

*Riessman, F., ibid, p. 99. (A chapter, "The Search for Hidden Talent", in Arthur D. Morse's Schools of Tomorrow-Today!, Doubleday & Company, Inc., New York City, 1960, describes the Demonstration Guidance Project in greater detail.)

> The Regents recommend that the State undertake immediately an intensive five-year program in this area, and that matching grants be made available to localities for the support of State-approved projects designed to identify and develop talent among underprivileged and culturally deprived groups....."*

Governor Nelson A. Rockefeller, in his message to the Legislature January 4, 1961, singled out the Regents proposal for special mention:

> "No waste is more tragic than the waste of human talent which occurs because the possessors of such talent are held back by accident of birth or other social circumstances for which they have no responsibility.
>
> I therefore urge your support for an intensive, five-year program, headed by the State Education Department and conducted in cooperation with the local school districts of the State, to identify talented youngsters, particularly among those underprivileged groups most neglected in this respect, and to give these children a chance to develop to the limit of their capacities and ambitions.
>
> Such a program would make a most significant contribution to the cultural and intellectural resources of State and Nation."

An act, enabling State aid for such programs, was passed by the 1961 Legislature and signed by the Governor. A sum of $200,000 was appropriated to the State Education Department for consignment on a matching basis to school districts during the school year, 1961-62.

## Administration and Implementation of the Act

The provisions of the Legislation pursuant to State aid for Project ABLE programs were specified under Section 3602, Subdivision 15, of the State Education Law (The April 14, 1961 Announcement Letter to City, Village and District Superintendents and Supervising Principals, from Dr. Edwin R. Van Kleeck, Assistant Commissioner for Pupil Personnel Services and Adult Education, included in Appendix A, contains a statement of the Act in full). The enabling legislation, in brief, stipulated the following:

1. School districts interested in establishing State aided programs for the purpose of identifying and encouraging "potential abilities...among pupils from culturally deprived groups or from low socio-economic backgrounds" should submit detailed applications to the New York State Education Department.
2. Procedures for evaluation of these applications by the Department were specified.

* The New York State Education Department, Investments in the Future, The Regents Proposals for the Expansion and Improvement of Education in New York State, 1961, The New York State Education Department, Albany, New York. December, 1960. p. 52.

3. Funds were allocated on a matching basis.

4. Programs were limited to pupils from "culturally deprived groups or from low socio-economic backgrounds." They were viewed as demonstration programs for the purpose of "identifying and encouraging potential abilities for completion of appropriate programs of secondary or higher education."

5. Demonstration programs might continue over a period comprising five years.

6. Only one such program might be approved for a school district.

In order to implement the Act, Dr. James E. Allen, Jr., Commissioner of Education, appointed an Ad Hoc Advisory Committee. The administration of Project ABLE for the Department was placed with Dr. Edwin R. Van Kleeck, Assistant Commissioner for Pupil Personnel Services and Adult Education. Two Departmental committees were established and a staff Coordinator was appointed (see Appendix B). These groups established guidelines and procedures to help in the administration of Project ABLE, the selection of appropriate programs, and the awarding of State aid. These are described in the Department's Project ABLE: A Manual.*

Between April 15 and July 15, 1961, the following administrative steps were taken relative to the solicitation, review and approval of applications and establishment of local demonstration programs:

1. All city, village and district superintendents and supervising principals were notified of the new legislation and their districts were invited to submit to the Department letters of intent if the local district were interested in submitting an application. Upon receipt of letters of intent from 49 school districts by the June 1, 1961 deadline, the Manual and background materials were distributed to each of these districts.

2. Formal applications were received from 28 of the above 49 school districts by the deadline, July 1, 1961. The applications were individually reviewed and rated by at least five Department staff members. Since the program proposals were so varied in content, staff members participating in these reviews were drawn from practically every area of specialty represented in the Department, from elementary and secondary to adult education, from reading and speech improvement to school psychological services and school administration. On the basis of these ratings, a rank order listing for the applications was established.

3. The amount of State aid requested by the applying districts varied considerably with the program proposed, ranging from under $1,000 to $35,000, with a mean of $10,600. Thus, the number of programs that could be approved for State aid with the funds available varied with the amount of funds requested for each program and the relative order of ranking on the aforesaid listing. The amount of aid paid a district under Project ABLE was determined by the costs of the demonstration--costs for instruction, services and provisions in the areas covered by the program that over and above normal expenditures of the school district. In reviewing the rank order listing, it was possible for the Department to approve the first 16 districts for a total of $195,000 in State aid. (The balance of the $200,000 approp-

*The New York State Education Department, Project ABLE: A Manual. The New York State Education Department. Albany, New York. 1961.

riation-- $5,000-- was budgeted for Department administrative expenditures: workshops, materials, consultants, etc.).

4. The 16 districts whose applications were accepted for State aid in 1961-62 and which were notified on June 15, 1961 of this approval were: Albany, Bedford (Mount Kisco), Buffalo, Greenburgh, Kingston, Newburgh, New York City, Oppenheim-Ephratah, Roosevelt, Schenectady, Suffern, Syracuse, Utica, White Plains, Windsor, Yonkers.

Project ABLE Workshops

In January, 1962, the Department sponsored an invitational workshop in Albany for personnel from the ABLE demonstration programs. The purpose of this workshop was to promote the exchange of practices, approaches, and insights among the 16 school districts conducting demonstrations. Representatives of school districts where Talent Search programs were under way were also invited to the conference.

About 70 people attended this workshop for Project coordinators. Many districts sent extra delegates at their own expense; Yonkers, for example, sent three extra people -- a teacher, an elementary school principal and a counselor. Thirty-six people from the Education Department took part as consultants, panel members, discussion chairmen, recorders or speakers.

A high degree of interest was maintained in the workshop from start to finish. One supervising principal upon returning home wrote back: "The conference was the most profitable, informative and inspiring I have ever attended. I would like to congratulate the Department for such a good job and to thank you for making it possible for us to attend and participate." A counselor from another school wrote back: "I have been a participant in many educational conferences, but I have yet to be present at one that was as stimulating, interesting and valuable as the Project ABLE conference. As I looked about me and saw the devoted, serious-minded, intense men and women, my heart swelled with pride that I was one of them. My mind was filled with new ideas, new approaches, new activities and new plans." One teacher enthused toward the end of the two-day session: "I could hardly wait to get here; now I can hardly wait to get back and start using what I have learned." One counselor submitted a six page letter-report to her director of guidance in which she described 26 specific practices gleaned from others at the workshop that she felt would be applicable to her demonstration group.

As a follow-up to the January workshop, a second workshop was conducted in March for 5 Project ABLE districts in the Westchester area. It consisted of a half-day meeting, held at White Plains, andwas attended by 30 school personnel, teachers, pupil personnel services representatives, project coordinators and school administrators.

## Department Consultation and Services

During 1961-62, the Department Coordinator visited each of the 16 demonstration projects an average of two times. During these visits, in addition to observing the programs in progress, districts were assisted with proposals and/or program refinements and improvements. Other Department staff members also conferred and visited with the participating schools, sometimes together in a team effort.

During the year, the Department Coordinator also spoke to numerous school and professional groups and committees on Project ABLE. Much correspondence was received from teachers, parents, and college personnel. Requests for information came from out of state as well, and visitors to the Department from outside the country (Northern Rhodesia, Columbia) were especially interested in hearing about these demonstrations and seeing them first hand.

Materials were distributed by the Department to the Project ABLE school districts. Some of these materials were specially developed for administrative purposes. Others were developed by the Department staff as a form of resource assistance, for example, a listing of suggested readings for staff personnel engaged in demonstration programs. Still a third group of materials were publications collected from other sources and distributed to the schools as supplementary resource material, e.g., Expanding Opportunities Through Guidance, prepared by the New York State Commission Against Discrimination (1961), now the New York State Commission on Human Rights, and Intercultural Relations: A Suggested Reading List, prepared by Nida E. Thomas, Field Representative, Division of Intercultural Relations in Education of the State Education Department.

The Chief School Officers of the State at their February, 1962 Joint Convention at Grossinger's, Liberty, New York specifically requested a Department presentation on Project ABLE. Dr. Edwin R. Van Kleeck, Assistant Commissioner for Pupil Personnel Services and Adult Education, made this presentation under the title, "Acres of Diamonds - 1962 Version."

## Chapter II

## The Demonstration Programs

The sixteen programs conducted during 1961-62 included city, village, surburban and rural schools at elementary, junior high and senior high levels. A variety of organizational arrangements, approaches, educational services and staff assignments was attempted.

Since there was so much diversity among the 16 demonstration programs, this portion of the report presents a thumbnail sketch of various representative projects. It should be noted that the evaluations covering the first year are, of necessity, based on limited and subjective data. However, general trends and implications are included insofar as possible. An over-all review of the total ABLE program is given in Chapter III.

### A City Elementary Program

The demonstration was centered in an elementary school in an area of the city selected for urban renewal. The school registered about 600 pupils, approximately 85 per cent of them Negro. The United States Census for 1960 showed an increase of 50 per cent in the Negro population of the area with a 30 per cent decrease in the white population. The median number of school years completed by parents of children in this neighborhood was 8.7. On the basis of previous records, the school has a high percentage of future dropouts.

Grades 3 and 4 were selected for the demonstration. Each pupil in the project received a special physical examination in September. Four types of program emphasis were attempted: enriched classroom educational opportunities; expansion of remedial reading instruction; guidance and counseling for pupils and parents; and team teaching. A counselor, remedial reading teacher and clerical aide were added to the staff. Extra time and consultative service were given to the staff for the development of new instructional techniques and the organization of the team teaching program. This organization involved all faculty members who taught special interest and ability groups on a rotating basis, covering, in all, seven different cultural areas, e.g., arts and crafts; music; science; literature; city land marks. Facilities and equipment were greatly improved. Over 1,000 books were added to the school library. Enriched educational opportunities in the classroom were provided: experiments, new materials at appropriate interest and reading levels, classroom visitors. All pupils were carefully interviewed with special attention to health and emotional problems, special abilities and/or weaknesses, unusual home situations, "personal success images," and performance versus potential. Follow-up interviews were also conducted. A significant increase in referrals to community agencies and home visits resulted. Pupils had the opportunity to hear the City Symphony orchestra and a junior high school band concert, to attend a dinner sponsored by a surburban community church group, and to visit the city airport, museum, city park, the State Capitol, etc. Parents were invited to the school for meetings with school personnel and with other resource personnel: a pediatrician, a city librarian and community center and a neighborhood house representatives.

Evaluation: In reading and arithmetic, Project pupils averaged an increase of 1.1 years, whereas pupils in the control group in another similar school averaged an increase of 0.6 years in the same subject matter areas. School library circulation almost doubled. Attendance increased significantly: demonstration classes in the school had at least 85 more days of school attendance credited to them during the 1961-62 school year than non-project homerooms in the same school building. The program was brought to the attention of and observed with much interest by the wider community. Other school personnel in the system were aware of the program and were interested in adopting certain practices and approaches in their schools.

## A Suburban Elementary Program

How can a suburban school in an upper socio-economic community with its middle and upper-middle ethos identify and encourage the development of potential abilities of a segment of its pupil population who come from low socio-economic, culturally disadvantaged backgrounds? This was the central question to which the local demonstration was directed.

Culturally disadvantaged children in this community do not come from a single neighborhood, but are rather widely distributed in small pockets throughout the community. To identify and locate these students, a variety of techniques was employed: parental interviews at home, teacher appraisals, Warner's Index of Social Characteristics, standardized test data, and school records. Forty-one students, in grades 2-5, representing 27 families and constituting 10 per cent of the total student population in these grades, were finally selected for the program. There were 14, 8, 7, and 12 students distributed in grades 2, 3, 4, and 5, respectively, in one school, following a basically heterogeneous grouping and chance placement policy. Almost all the group selected were economically deprived; in most cases, both parents worked. The basic difficulties of these students appeared to stem from their economic privations and limited cultural experiences, which had resulted in motivational, attitudinal and belief differences that frequently were not rewarded or that came in conflict with the dominant values of a middle and upper middle class school.

A Project teacher, spending approximately 50 per cent of her time, met with each pupil on a relatively fixed schedule an average of 15 minutes per week. During this time, academic and personal problems were handled. This teacher also acted as liaison between student, teacher and parent, and she further coordinated field trips and cultural experiences. Additional school psychological and testing services were provided. Health services were extended through more intensive medical examinations, with additional attention to hearing, vision and dental examinations (83 per cent were found to need dental care).

An additional day and a half per week of remedial reading services were provided for these children through a reading specialist. About 20 per cent of the group required individual reading assistance. A study club was organized where students could have a place to study within the school. The Study Club was conducted by the reading specialist for an hour after school twice a week, with juice and cookies served before each session and an average of six students

attending each meeting. Field trips and cultural enrichment experiences were arranged to take place on weekends or during vacation periods. Each pupil went on at least two trips, and some for as many as five, to zoos, museums, game farms, the Circus at Madison Square Garden in New York City, a major league baseball game at Yankee Stadium, Rockefeller Center and the R.C.A. Studios. Most trips involved two grade levels and fewer than 8 children. Field trips also encompassed hiking and camping, plays, dance recitals, and a dinner at a local restaurant.

The school staff was involved in a "sensitivity-training" program designed to make them more aware of the learning problems, hopes, fears, and potential abilities of these children. Another related goal of this activity was to sensitize the staff to their <u>own</u> values and the way in which these were involved in their interactions with Project children. Staff members were brought together in periodic faculty meetings, case study discussions, and workshops with consultants. Teachers of Project pupils were given frequent opportunity to meet individually with personnel assigned to the Project and with the elementary school principal, who coordinated the Project in the school, and who gave inspirational and guiding leadership.

<u>Evaluation</u>: School personnel felt that after one year, the Project had the greatest impact, not on the student, but on the staff. It had contributed notably to teacher morale, productivity and personal and professional growth and had led to deep involvement in and commitment to the philosophy and program of the Project. While most teachers had been aware of the problems of these students, they now perceived the Project as a positive means of coping with them. The community and the parents had strongly supported the Project, even though little or no attempt was made to publicize it locally. School officials were reluctant to infer too much concerning changes in pupil performance at this point, except to indicate that they were highly pleased with the potential of the Project and looked favorably toward another year. The first year had been utilized, primarily, as an organization and "get-ready" year - students selected, teachers sensitized, problems more precisely identified, procedures introduced, and evaluational techniques and preliminary data established.

<u>A City Secondary Program</u>

This school district estimated that approximately one out of every five of its pupils lives in congested, "blighted" areas of the city characterized by cultural deprivation and low economic resources associated with sub-standard housing, high population density, high rates of crime, delinquency, disease and passive citizenship. Many of the residents in these sections have settled there during the past ten to fifteen years. There are several nationality groups whose ties to the homeland are very strong and who have retained the language and many of the customs of their forebears. Many young people from these groups are unaware of social and cultural aspects of the larger community and need help to effect assimilation.

Two hundred and forty pupils, in twelve groups of 20 each, were organized at each grade level, 7 through 12 inclusive, in an academic high school, in a vocational high school and in two junior high schools. Added to the district staff for administrative purposes were a half-time Project director, a full-time school social worker and a part-time clerk. The principals of each of the four schools appointed a faculty committee to coordinate the activities in each school. Pupil groups met for specially arranged programs before, during and/or after school hours. Such special activities included supervised study periods under the guidance of a specially selected coaching teacher, orientation to various cultural areas, group guidance, and individual assistance with program planning. Special subject areas developed for these pupils included: remedial reading, mathematics and science; German, Spanish, Language Arts, Human Relations, Social Studies, Mathematics, Science, Biology, Chemistry, Sewing for Home and Family, Art, How to Study. Most subject matter programs were limited in the schedule to about one hour per day, although it was not unusual for teachers to report that pupils often requested "just an extra 15 minutes." Out-of-school cultural activities provided for the various student groups included attendance at concerts, museum lectures, an Audubon Society film series, and the city art gallery exhibits. Tickets were donated so that pupils could attend the Golden Glove Championships. "Kiss Me Kate" presented by a city university, "Girl Crazy," produced by a nearby high school group, and "The Mikado," performed by the New York City Opera Company, were seen. Groups also attended performances by the Marine Band, Johnson Male Chorus, Mahalia Jackson, the Vienna Choir Boys, New York City Ballet Company, Bayanihan Phillipine Dance Company, Salvation Army International Band, and the City Philharmonic Orchestra and Chorus, presenting "The Messiah." Project pupils in the Junior High School were invited by the Project high schools to be spectators at the high school basketball and football games. Field trips were made to hospitals, TV and radio stations, newspaper plants, the municipal airport, a fish hatchery, an automobile assembly plant, botanical and zoological gardens, a federal reserve bank, a telephone company, historical and scientific museums and landmarks, churches, libraries, research laboratories, universities, colleges and technical schools, a penitentiary, local restaurants and picnic areas, a bakery, a dairy farm, and the site of an archaeological excavation.

In addition, home visits were made by the guidance counselors, principals, attendance teachers, school social workers, and classroom teachers. General meetings of parents and Project staff members were conducted in the schools.

Sixty-five community agencies were contacted by the Project personnel in order that the new program might be explained and support, solicited. As a result, scholarships to Saturday art classes and music lessons were secured, season tickets, donated, and scientific laboratory specimens, given to high school special class groups by nearby colleges. In all, nineteen resource persons were involved in in-school activities; a local theatrical producer, for example, spoke to Project pupils about the backstage operations of a theater.

Evaluation: Attendance in Project sponsored classes, before and after school, was nearly perfect, regardless of weather or the lure of other (non-school) activities. In some instances, improvement in over-all school attendance was remarkable: one boy who had been suspended because of poor attendance maintained a nearly perfect attendance record during the last term.

The Project counselors reported that undesirable attitudes on the part of parents toward their children had been modified, and many parents had gained greater insight into their children's potential for achievement. In two situations, court action contemplated by the parents against their children was averted and better parent-child relationships were established. Parents have expressed a desire to have more group meetings on a regular basis with the Project staff.

Ten students volunteered their service twice a week during the summer to the City Historical Society, where they assembled exhibition models pertaining to the transportation industry.

The Project director related, "When the Project began, a few teachers in the Project schools were skeptical of its value. At the end of the first year of operation, everyone associated with the Project - students, parents, school and community personnel alike - is enthusiastic and hopeful that it will be expanded. The most frequently expressed comments are, 'This is wonderful! Let's have more of it! ' or 'At last we are able to do what we've always known should be done.' At first, it was a little difficult to interest teachers in giving the extra time required. Now we have lists of teachers, many from faculties other than those of the Project schools, who are anxious to participate."

The consensus was that the development of the Project has been rapid and sound and the staff is looking forward eagerly to its continuation and expansion another year. The unsolicited letters and comments from pupils, parents and school staff concerning the Project were especially encouraging.

One principal stated, "I have observed an unmeasurable, yet perceptible improvement in sociable attitude of most of the participating pupils: better school spirit - more cooperation - more interest."

At the end of the year, the Superintendent received a letter of thanks from one parent: "Just a note to congratulate your office, the State Department of Education, and _____High School for having instituted 'Project ABLE.' Fortunately, there were two youngsters from my family who participated in the program and they were delighted and inspired beyond expression. My wife and I noted many changes with respect to their thinking and, too, their appreciation for different types of cultural activities."

Parents of a Project boy wrote the Superintendent: "This short letter comes to you as a plea; for my son, and all the others that benefit from the wonderful project that has taken place the last year. My wife and I wish to impress upon your heart and mind the wonderful experience that our son, and we're quite sure other children, has enjoyed from Project ABLE....we are hoping and praying that it continue for many more years....".

A senior wrote to the Project director: "I cannot express how much I appreciate all that Project ABLE has done for me....My one regret is that when I graduate, I will no longer be able to belong to Project ABLE, to take part in the many activities which it offers."

A counselor, in a letter to the Project director, wrote; "In my six years as counselor at _____, I have never experienced such a positive stimulus to a school, its students and teachers. Although many of the results are intangible and incapable of measurement, I am sure that many goals have been achieved. Students are eager to participate. The general cry has been by most, that Project ABLE has given us an opportunity to do things we have never been able to do and we appreciate it.' This is reflected in their manners and changes in attitude are apparent. Students have been upgraded academically, culturally and vocationally. It has brought pupils in contact with sympathetic teachers who have developed a close relationship and have been helpful to them. This has given them confidence and an image of school as a friendly and helpful place."

A Suburban Secondary Program

This school served a community which is 20 miles from New York City and thus has elements of both a suburban and rural character. A substantial portion of the homes is at the low socio-economic level and the community has attracted of late increasing numbers of low income families.

A survey indicated that over 20 per cent of the student body in this school district comes from low socio-economic environments and mixed racial or ethnic groups. Most of these students have current records similar to those of previous early school leavers.

Eighty-five students in grades 7-9 were selected for the special ABLE program through the combined evaluations of classroom teachers, school psychologist, school nurse teacher and guidance counselor. Guiding criteria used in this selection were:

a. A non-verbal IQ of 100 and above;
b. A verbal IQ of 90 and above;
c. A reading comprehension of one year and a half to two years below grade level;
d. Teacher evaluation of student's individual functioning in class;
e. Knowledge of family's cultural and economic background;
f. Student's plans for the future;
g. Parents' plans for the student's future;
h. Scholastic achievement of student in school.

"The children selected ran the gamut from the near-brilliant to the poor student. Some were getting average grades when they should have been scoring in the 90's. Others were failing though their records showed they had ability to do at least average school work."

Project students were enrolled in weekly group guidance sessions conducted by the Project staff for discussions on interests and attitudes pertaining to school activities, development of educational and vocational goals, work habits, school attendance, punctuality, behavior in school, report cards. Group sessions were also held with parents of students. Individual counseling with parents and students was expanded by the counselor and the school psychologist. Additional teacher meetings after school hours were held in order to discuss student progress, interests, strengths and weaknesses. Field trips for Project pupils included visits to colleges and universities, museums, the United Nations, a planetarium, West Point, Rockefeller Center, historical landmarks, plays, and a college basketball game. Ten students received free remedial reading scholarships (total value about $3500) at a nearby college. This involved one hour of private tutoring three times a week. Students who had formerly attended Higher Horizons schools in New York City and were enrolled in a nearby college met with the students during a group guidance session. Parents aired their problems at parent workshops conducted by the counselor and school psychologist.

Evaluation: An over-all improvement in scholastic achievement, school behavior, attendance and punctuality and, in general, a more mature outlook on the part of the students were reported. While these were gradual and intermittent, the direction and evidence of positive change were perceptible. Seventy-two students, for example, were failing at least one subject at the beginning of the project; there has been a 40% decrease in such failures. Students who received the remedial reading scholarships have shown "exceptional growth and development." There was a significant increase in the number of voluntary parent contacts with the school. Stated the Project director, "The reaction of students, parents, teachers and community has been quite favorable. This has expressed itself in terms of greater interest on the part of teachers, parents and the community in assisting these students. Wonderful cooperation has been offered by teachers and parents in the operation of field trips and other Project activities."

The degree of acceptance of one parent is obvious in the following quotation from a letter received by the school: "I am a mother of three children now in Junior-Senior High School at _____. I am delighted with the new Project ABLE in our school. It certainly has brought my children closer understanding with the teacher and school authorities. It gives me great pleasure to be privileged with this program for my children. I find that it (gives) them culture, respectability and current education...."

A Rural Elementary Program

Situated in a somewhat remote rural area, this small central school (enrollment 500, K-12) transports by bus 100% of its pupils. The main source of income for the community is through submarginal farming. A survey of the pupils in K-6 revealed that 17% of the parents were high school graduates. A number are public welfare families. Another survey revealed that 35% of the pupils in grades 4-6 receive no reading stimulus other than that received in school. Each year a large percentage of students entering grade seven has reading problems despite better than average intelligence. Graduating classes (size: 20) are decimated by dropouts along the way, many of whom have high potential. Even fewer numbers go on from high school to higher education. Low finances, depressed aspirations and poor academic records all contribute to the situation.

The demonstration program was developed primarily to focus on up-grading of reading skills and motivation. Thirty-one pupils in grades 3-6 received extensive attention from the program's newly acquired full-time reading specialist. A small room was outfitted as a special reading room, with materials and equipment, visual aids, and a small lending library. Here, individual and group instruction in reading development and remediation were given. The students were encouraged to use the elementary section of the school library. A very successful Book Fair was sponsored in conjunction with another school activity and parents and pupils were given the opportunity to purchase new books at reduced rates. In addition to the reading emphasis, guidance discussions pertaining to present schooling, vocations, high school and college were conducted. Personal conferences with parents were held. The staff had case conference and faculty meetings with the reading specialist. The guidance counselor and elementary supervisor, part-time employees of the district, were also closely involved in these meetings, with parents, and with individual Project pupils.

Evaluation: The Project coordinator reported: "We feel the program so far is successful. The attitudes, self-evaluation and prospects for the pupils' future have all improved vastly." All but two pupils made progress in reading and about one-half the group made gains in reading skills that put them at or beyond grade level. "We now know more about where we want to go and howto get there," stated the school principal, "Next year, we hope to expand the program with some field trips in which we also hope to involve parents. We also expect to follow these youngsters in junior high and to focus more on special guidance and enriched classroom activities."

## Chapter III

## The First Year: A Summary and Review

Sexton, writing in Education and Income,* comments on the objectives and requisites of experimental program:

"...It would seem likely...that there would be general agreement about... two broad objectives: education for lower-income children that would provide such skills and understandings as would enable them to compete as far as possible on the same levels with upper-income children for the rewards of school and of later life; education that would equip them to function as useful citizens in a democracy and to lead richer fuller lives."

"If experimental programs aimed at these objectives are to achieve maximum success, it will require that they be bold and imaginative and that they incorporate all reasonable ideas from the widest possible variety of sources and points of view. The invitation to new ideas (from whatever source) would mean that all presently fixed ideas about what education should be might better be converted into tentative ideas, to be tested alongside a great variety of conflicting ideas. It is very possible that the most effective program of education for underprivileged children has not yet been tried out or even suggested, and so it would seem advisable in an experimental program to welcome all ideas, old or new, from sources inside and outside the schools, and to exhaust all possibilities in an effort to provide the best possible education for lower-income children, and indeed for all children."

The demonstration projects introduced by the 16 districts in 1961-62, while quite similar in basic philosophy and objectives, vary considerably in approaches utilized, number of pupils and school buildings involved, grade levels included, and over-all costs per program. This section will review the sixteen programs in term of these variables. In addition, a final portion will be devoted to selection practices, administrative arrangements and evaluational techniques.

### The Students Involved

While the nature and degree of cultural deprivation varied from one community to another, and from one region of the State to another, districts did not find it difficult, for the most part, to define and select numbers of pupils as "culturally deprived."

Students in demonstration projects lived in deteriorating slum areas of a large city; they were children of families recently in-migrated from the South or Puerto Rico; they were members of ethnic, nationality or minority groups; they lived in rural areas where their parents worked at submarginal farming; they came from low-income families and attended predominantly middle and upper-middle class neighborhood schools.

*Sexton, Patricia C., Education and Income. Viking Press. New York. 1961. pp. 283-84.

Most of the projects selected elementary school pupils with whom to work. In most cases, the intention was to follow pupils for five years as they progress from grade 3, for example, through grade 8. Ten of the sixteen districts focused on the elementary grades, at least initially (Table 1). However, according to the number of programs functioning at each level, there was a rather equal concentration of attention by districts on the primary grades, the upper elementary grades, and the junior high school grades -- 8, 9 and 7 districts respectively sponsoring projects involving these three levels. In the first year, there was only one district, Buffalo, with a demonstration program involving pupils above the ninth grade level.

Table 1

Projects According to Grade Levels

| Grade Level | Number of Projects* |
|---|---|
| K-3 | 8 |
| 4-6 | 9 |
| 7-9 | 7 |
| 10-12 | 1 |

*Nine projects fall into two grade level classifications.

The total number of pupils in the sixteen projects in 1961-62 was 7,181. The number of pupils in a district's demonstration ranged from 31 in Oppenheim-Ephratah to 3,050 in New York City. Nine projects (56%) had groups totaling under 200 each. Six projects (38%) had student groups totaling less than 100 pupils each. The two largest demonstration groups numbered 3,050 pupils in New York City and 925 pupils in Newburgh (Tables 2 and 9).

Table 2

Size of Demonstration Groups

| Number of Pupils Included | Number of Projects |
|---|---|
| Under 100 | 6 |
| 100 - 199 | 3 |
| 200 - 299 | 1 |
| 300 - 399 | 1 |
| 400 - 499 | 1 |
| 500 - 599 | 0 |
| 600 - 699 | 1 |
| 700 - 799 | 1 |
| 800 - 899 | 0 |
| 900 - 999 | 1 |
| 1000 and over | 1 |
| Total | 16 |

## The Sponsoring Districts

The districts inaugurating projects in 1961-62 were mainly city districts and in the New York Metropolitan region. Ten of the projects were sponsored by city school districts, with the remaining six evenly distributed between village, central and union free districts (Table 3).

Table 3

Projects According to Type of District

| Type of District | Number of Projects |
|---|---|
| City | 10 |
| Village | 2 |
| Central | 2 |
| Union Free | 2 |
| Total | 16 |

In addition to the seven projects in the New York Metropolitan area (which includes Long Island), there were two projects in each of the following economic areas of New York State: Mid-Hudson; Capital District; and Mohawk Valley. There was one project in each of the following economic areas: Binghamton; Syracuse; and Buffalo. There were no projects under way in the following economic areas: Northern; Elmira; and Rochester (Table 4).

Table 4

Projects by Geographic Distribution

| Economic Area* | Number of Projects |
|---|---|
| New York Metropolitan | 7 |
| Mid-Hudson | 2 |
| Binghamton | 1 |
| Capital District | 2 |
| Mohawk Valley | 2 |
| Northern | 0 |
| Syracuse | 1 |
| Elmira | 0 |
| Rochester | 0 |
| Buffalo | 1 |
| Total | 16 |

*New York State Department of Commerce. Business Fact Book, New York State, 1957. The Department, Albany. 1957.

District Size: The K-12 enrolment of the sponsoring districts ranged from under 500 pupils for Oppenheim-Ephratah Central School to over one million for New York City (Table 5). Eleven districts (69%) had school enrollments under 15,000 pupils. Half of the districts had overall student enrolments ranging between 1,000 and 10,000 pupils (Table 5).

Table 5

Number of Projects by District Size (K-12 Enrolments*)

| Enrolment (K-12) | Number of Districts |
|---|---|
| Under 1,000 | 1 |
| 1,000 - 4,999 | 5 |
| 5,000 - 9,999 | 3 |
| 10,000 - 14,999 | 2 |
| 15,000 - 19,999 | 1 |
| 20,000 - 24,999 | 0 |
| 25,000 - 29,999 | 2 |
| 30,000 and over | 2 |
| Total | 16 |

*New York State Education Department, Bureau of Statistical Services. Enrollment, Staff, and Schoolhousing, New York State, Fall 1961. New York State Education Department. Albany. March 1962.

Number of Schools Per District in Project: Demonstrations were centered, for the most part, in a single elementary or junior high school building. Nine of the sixteen districts utilized one school building for the program. Four districts utilized two buildings; Suffern, for example, conducted its program in two different elementary schools of the district. Three programs were conducted in more than two school buildings (Yonkers, Buffalo, and Greenburgh). One district, Kingston, drew Project pupils from a number of elementary schools around the city and grouped them in a classroom in a selected elementary school (Table 6).

Table 6

Number of Schools Included Per District

| Number of Schools Included Per District | Number of Districts |
|---|---|
| 1 | 9 |
| 2 | 4 |
| 3 | 1 |
| 4 | 2 |
| Total | 16 |

## Project Costs

The sixteen projects incurred expenditures totaling $372,000 for the 7,200 pupils selected, with fifty per cent of these expenditures reimbursed by the State. The program costs ranged from $4,800 for Oppenheim-Ephratah to $68,000** for New York City. The median figure is $19,300 (Table 7).

Table 7

Summary of Anticipated Program Costs*

| | |
|---|---|
| Total Program Costs | $372,000 |
| Average Cost | 23,300 |
| Total State Aid Approved | 186,000 |

Range: $4,800 to $68,000
Median: $19,300

*Rounded Figures

Three-fourths or 12 of the programs entailed costs of $30,000 or less, five programs costing under $10,000, three costing between $10,000 and $20,000, and four costing between $20,000 and $30,000 (Table 8).

Table 8

Overall Program Expenditures

| Total Costs | Number of Programs |
|---|---|
| Under $10,000 | 5 |
| $10,000 - 19,999 | 3 |
| 20,000 - 29,999 | 4 |
| 30,000 - 39,999 | 1 |
| 40,000 - 49,999 | 2 |
| 50,000 and over | 1 |
| Total | 16 |

*Rounded Figures

Per pupil cost: The amount spent per pupil varied tremendously from one demonstration to another because some demonstrations were more comprehensive and ambitious than others. In some districts, the emphasis was essentially based on one approach (remediation, for example), whereas in another district, the attack made to compensate for the cultural deprivation was extensive and many-faceted, drawing on staff and special services, community resources, new techniques and materials, and extending from the classroom to the school, the community, the greater community and across the State.

**Based on anticipated final figures.

The gross average cost per pupil on a Statewide basis for all 16 programs was approximately $52. On this basis, the State invested $26 and the local districts invested $26 per demonstration pupil.

Table 9

Summary of Costs

| District | No. of Schools | No. of Pupils | Grade Level(s) | Total Program Costs[a] | Average Per Pupil Cost[a] |
|---|---|---|---|---|---|
| Albany | 1 | 155 | 3-4 | $27,600 | $180 |
| Bedford (Mt. Kisco) | 1 | 51 | 2-5 | 10,200 | 250 |
| Buffalo | 4 | 240 | 7-12 | 28,600 | 120 |
| Greenburgh 8 | 4 | 347 | K-6 | 28,000 | 80 |
| Kingston | 2 | 145 | 6-8 | 27,600 | 190 |
| New York City | 2[b] | 3050 | 9 | 67,600[c] | 22 |
| Newburgh | 2 | 925 | K-6 | 48,800 | 55 |
| Oppenheim-Ephratah | 1 | 31 | 3-6 | 7,800 | 250 |
| Roosevelt | 1 | 85 | 7-9 | 4,800 | 55 |
| Schenectady | 1 | 600 | 7-9 | 6,600 | 11 |
| Suffern | 2 | 80 | 1-6 | 11,200 | 140 |
| Syracuse | 1 | 750 | 7-8 | 31,100 | 40 |
| Utica | 1 | 52 | 4 | 9,500 | 180 |
| White Plains | 1 | 150 | K-3 | 10,400 | 70 |
| Windsor | 1 | 52 | 7-8 | 6,600 | 125 |
| Yonkers | 3 | 468 | 3-4 | 45,800 | 100 |
| GRAND TOTALS | 28 | 7,181 | - | $372,200 | - |

[a]Rounded figures
[b]Does not include 17 feeder schools in program this year only
[c]Based on anticipated final figures

In reviewing the individual Project figures for total costs and number of pupils involved per demonstration, great variation was again evident. The per pupil cost, when calculated on an individual project basis, varied from $11 to $250 per pupil, with a median for the 16 projects of $110 per pupil. Three projects averaged under $50 per pupil and two projects averaged exactly $250, the peak figure. Seventy-five per cent of the programs found their program costs to average between $50 and $200 per pupil and half the programs ranged between $50 and $150 per pupil (Tables 9 and 10).

Table 10

Projects by Average Per Pupil Cost

| Average Cost Per Pupil | Number of Projects |
|---|---|
| Under $50 | 3 |
| $ 50 - 99 | 4 |
| 100 - 149 | 4 |
| 150 - 199 | 3 |
| 200 - 249 | 0 |
| 250 - 299 | 2 |
| Total | 16 |

Range: $11 to $250
Median: $110
Mean: $109
Grand Average for State: $372,200/7181 pupils = $52

It is interesting to note that size of district, number of pupils in the Project or grade level were not directly correlated with average costs per pupil. The smallest district, Oppenheim-Ephratah, with 31 pupils in the Project, produced one of the largest per pupil cost averages ($250) while the least per pupil cost was established by Schenectady, a medium-size city (Table 9). The demonstration program with the most students, New York City, with over 3,000 Project pupils, averaged $22. The basic determining factor in deciding average per pupil costs was the breadth and scope of the program: the broader the program, the higher the average costs, although there were notable exceptions (e.g., Oppenheim-Ephratah, Newburgh and Syracuse).

According to the total over-all figures for the 16 districts, nearly 85% of the total program costs were expended for additional personnel -- including professional and clerical workers and retirement and social security benefits. About 10% of the total costs of the programs were incurred for field trip travel, consultation, additional testing, et cetera. The balance of the expenditures, around 7%, was spent for instructional materials and equipment (Table 11).

Table 11

Distribution of Total Project ABLE Expenditures

| Kind of Expenditure | Amount of Expenditures* (State Total) | Percentage of Total |
|---|---|---|
| Personnel | $309,500 | 83.2% |
| Classroom Instructional Materials and Equipment | 27,000 | 7.3% |
| Other Services (Travel, Consultation, etc.) | 35,500 | 9.5% |
| TOTAL | $372,000 | 100.0% |

*Rounded Figures

**Content**

How did the demonstration programs attempt to attain their goals? Methods varied according to the grade levels involved, the nature of the privation, the size of the school or community and availability of resources, both within the school and outside the school. Whether the district made previous attempts to survey the problem or to initiate action at an earlier time also influenced the type of program introduced. There were, however, no discernible patterns of program design that appeared to be determined by community size, for example, or on the basis of whether the community was fundamentally rural, suburban or urban. Each program was ostensibly "tailor-made" to the sponsoring district.

> "The successful school program attacks the problem of the culturally handicapped on three fronts simultaneously. It demonstrates to pupils a close relationship between school and life; it includes the remedial services necessary for academic progress; and it arouses aspirations which can alter constructively the courses of young lives.
>
> Often the school must strive to overcome children's hostility to the school environment, helping them to develop a sense that education is related to their lives and purposes. It can then go about its main business of developing these potentials on which independent and constructive lives are based."*

The sixteen programs devised by the districts bear out, to a striking degree, objectives cited in the above statement. The type of first-year program initiated by a district, however, was determined by a combination of factors of which the following are examples: present resources--personnel to design the program; personnel to staff or "fire" a program; needs of the pupils as perceived by those given responsibility for preparing an application (sometimes represented by a local advisory council); the number of pupils or proportion of total or deprived students whom the district selects; the availability of district funds for matching purposes (some programs were limited in amount of funds they had for their first year programs because the new State program was not announced until the latter part of Spring at which time 1961-62 school budgets were fairly well, if not decisively, established).

Programs generally employed several of the following approaches, frequently in combination:

1. small classes
2. remedial instruction
3. field trips and special programs
4. extended pupil personnel services; health; guidance; psychological; school social work; attendance
5. flexible class or facility arrangements
6. special study and library arrangements
7. tutorial instruction
8. parent conferences and home visits

*Educational Policies Commission. Education and the Disadvantaged American. National Education Association, Washington, D.C. 1962. pp. 15-16.

9. special parent meetings and adult education courses
10. enrichment materials
11. audio-visual aids
12. newer educational practices and techniques
13. community resources
14. staff orientation and training
15. additional administrative or clerical staff.

These approaches are described below in greater detail. Each description includes the names of districts in which practices are found.

1. Small classes: Districts employed an extra teacher or teacher aide to cut down the class size of a particular grade group to permit regular teachers more time per pupil. This extra teacher, frequently called a "Project teacher," was in some situations assigned to work with the present teachers on a team or "floating" basis. Sometimes, this teacher acted as a special resource or liaison person. (Albany; Newburgh; Utica; White Plains; Yonkers)

2. Remedial instruction: Arrangements were made for special classes, personnel or facilities to assist students retarded in reading, arithmetic or other academic areas. Speech improvement was sometimes included. Pupils received instruction on an individual basis, in special groups, during the school day on a regularly scheduled basis or after school on a voluntary basis. Special materials were introduced and made easily available to pupils. One district received a number of reading scholarships from a nearby college clinic enabling Project pupils to attend on a regular basis without charge to the pupil or district. (Albany; Bedford; Kingston; Newburgh; Oppenheim-Ephratah; Roosevelt; Syracuse; White Plains; Yonkers)

3. Field trips and special programs: Districts which did not schedule field trips and special programs for Project pupils were in a small minority. Field trips were taken to places of interest within the community (one district confined its trips to the city limits, exclusively), across the State and outside the State (Pennsylvania). Trips were made to provide cultural enrichment (concerts, plays, art museums, architectural models), educational enrichment (museums, exhibits, historical and community landmarks, public events, factories, parks, hospitals, laboratories, ocean liners, airports, libraries, government buildings), vocational-educational information and incentive (college campuses, lectures by university or eminent persons, talks by professional and specialist representatives, community leaders, identification models) and recreational-educational opportunities (athletic events at high school, college or city stadia). Specially arranged events included talks by selected adults or older students, special assemblies, dinners in public and private places and book fair. (Most districts used field trips and special programs.)

4. Extended pupil personnel services:

   a. Health: All Project pupils were first given additional or extended medical examinations. Dental therapy and examinations were also intensified. Referrals were made to homes and appropriate agencies. Resultant costs were borne through special funds or scholarships. School nurses worked intensively with the homes. Special attention was directed to diet, sleep, and sanitary habits and the possibility of upgrading these through special arrangements and group instruction. (Albany; Bedford; Kingston; Newburgh; Suffern; Utica; White Plains; Yonkers)

b. Guidance: Activities in this area included: additional pupil conferences for counseling purposes; group guidance for small and large groups; additional testing to assess aptitudes, interests and achievement; dissemination of information concerning scholarships and loans, advanced education and careers; orientation activities for pupils and parents; improved cumulative records; case conferences with teachers; elementary school guidance activities; field trips; home visits; summer programming; assistance in selection and identification of pupils. (Albany; Buffalo; Kingston; Newburgh; New York City; Roosevelt; Schenectady; Syracuse; Windsor; Yonkers)

c. Psychological: Services included: additional individual and group conferences with Project pupils and/or their parents; additional examination of pupil ability and adjustment; assistance in selection and identification; case conferences; staff consultants; referrals. (Bedford; Buffalo; Greenburgh; Kingston; New York City; Roosevelt; Suffern; Syracuse; Windsor; Yonkers)

d. School Social Work: Activities included: home visits; case conferences; liaison between school and home; staff consultancy; liaison with community agencies and organizations; referrals; assistance in identification and selection. (Bedford; Buffalo; Greenburgh; New York City; White Plains; Yonkers)

e. Attendance: Services included: home visits; case conferences; assistance with identification and selection; staff consultant; referrals. (Albany; Syracuse; White Plains; Yonkers)

5. Flexible class or facility arrangements: Project classes were regrouped for a portion of their program, following one schedule, for example, in the morning, and a different one in the afternoon. Saturday, after-school or evening utilization of buildings was extended. Special classes or meetings with counselors, teacher specialists or remedial teachers were scheduled. Special noon-hour meetings were conducted in conjunction with lunch. Team-teaching hours were arranged. Students from several schools were grouped as a class in one elementary school classroom with a master teacher. (Albany; Buffalo; Kingston; Newburgh; Oppenheim-Ephratah; Roosevelt; Suffern; Utica; White Plains; Windsor; Yonkers)

6. Special study and library arrangements: Special hours or facilities were scheduled for Project pupils, - after-school study halls with teacher supervision; Saturday library hours; extended library privileges and instruction; how-to-study instruction; and counseling on study habits. (Albany; Bedford; Buffalo; Newburgh; Roosevelt; Suffern; Windsor)

7. Tutorial instruction: Project pupils, singly or in small groups, received special assistance, usually after school, in deficiency areas or special areas of interest by qualified instructors. Subjects for which tutoring was received included reading, foreign languages, science and mathematics. (Buffalo; New York City)

8. Parent conferences and home visits: Parents were visited at home by teachers, counselors, school social workers or attendance teachers in order that Project objectives might be explained or a pupil's schooling and plans, discussed. Individual parent conferences were held at the school. Parents were informed of their child's potentialities, opportunities and special difficulties. These meetings were also frequently used to discuss study and reading habits. (Albany; Bedford; Buffalo; Kingston; Newburgh; Roosevelt; Schenectady; Utica; White Plains; Yonkers)

9. Special parent meetings and adult education courses: Small and large group meetings for parents were arranged to cover special topics of interest, - the school program; the Project's operation; scholarship and loan opportunities; study habits and proper study facilities; understanding children's needs and behavior; utilizing school and community resources. A few schools are establishing evening adult education courses for parents to give them an opportunity to advance in their own basic skills. (Albany; Newburgh; Roosevelt; Schenectady; White Plains)

10. Enrichment materials: Such materials included: additional classroom and library books; phonograph records; art and craft materials; instructional supplies and equipment; workbooks and pamphlets; newspapers and magazines; laboratory equipment; musical instruments; and standardized tests and inventories. These were used in the classroom, library, study hall, guidance office and the laboratory. (Albany; Kingston; Newburgh; Oppenheim-Ephratah; Suffern; Utica; White Plains; Windsor; Yonkers)

11. Audio-visual aids: Such aids consisted mainly of film strips, films, records and tapes. Other aids included globes, photographs, art reproductions, exhibits, opaque projectors and television. (Albany; Buffalo; Suffern; Utica; Yonkers)

12. Newer educational practices and techniques: Practices and techniques encompassed guidance services on the elementary school level; humanities and foreign language at the elementary and junior high levels; flexible grouping; variable progress classes; multiple counseling; use of teacher aides; establishment of resource centers; use of core curriculum classes; variations in subject matter specialties, departmentalization and independent study. (Albany; Bedford; Kingston; Newburgh; Roosevelt; Utica; White Plains; Windsor; Yonkers)

13. Community resources: There was involvement, including cooperative undertakings between school and agency, with organizations, community groups, professional representatives, governmental agencies, e.g., YMCA, Boys Club, CYO, NYSES, NAACP, Kiwanis, Lions, Rotary, PTA, local clinics, area colleges, neighborhood houses. As previously indicated, field trips were made to museums, factories, municipal buildings and grounds, landmarks, airports and parks. (Albany; Buffalo; Kingston; Newburgh; Roosevelt; Schenectady; Syracuse; Utica; White Plains; Windsor; Yonkers)

14. Staff orientation and training: Special workshops, meetings, conferences, visitations, study groups, summer courses, and attendance at important conventions were arranged for staff members. Special consultants from universities, other school districts, and the New York State Education Department were utilized. Professional readings and materials were provided for staff use. (Albany; Bedford; Greenburgh; Newburgh; New York City; Schenectady; White Plains; Yonkers)

15. Additional administrative or clerical staff: One district added a vice-principal to lighten the administrative load and to permit increased faculty supervision and in-service training. A number of districts added full or part-time clerks to assist Project teachers, administrators or pupil personnel workers. (Albany; Buffalo; Newburgh; New York City; Schenectady; Suffern; Syracuse; Yonkers)

## Identification

In half of the districts, identification of pupils to be included in the demonstration was determined by selection of an entire school or an entire grade within a particular school. When this practice occurred, these schools were initially located in a lower socio-economic area of the district. In the other 50% of the districts, identification was accomplished by employing one or more of the following techniques: establishment of criteria for selection; special group and/or individual testing; intensive review of cumulative records; use of opinions of pupil personnel service workers; teacher judgments; parent permission; pupil volunteers; case conferences; special surveys by staffs or consultants; home visits; recommendations by neighborhood social agencies or community groups. There were usually two variables involved: (1) degree of cultural deprivation and (2) potentiality. Other pupil characteristics frequently established along with these two major attributes included: health needs; academic skills and limitations; special interests; long-range plans and aspirations; parental expectations; reading and study habits.

## Project Administration and Coordination

Half of the districts assigned to staff personnel, usually on a half-time basis, the responsibilities for administering the Project, scheduling activities, arranging field trips, orienting teachers, establishing liaison with community agencies, preparing reports, maintaining records, and developing or supervising evaluation activities. These administrators were frequently called Project directors or coordinators. Yonkers appointed a former elementary teacher to the full-time position of Project Director. Buffalo designated their head psychologist (appointed to the Project on a half-time basis) as Project Coordinator.

Eight of the districts assigned members, who were already on the staff or who were full-time specialists added to the staff for the Project, the additional responsibility for administration of the Project. In Greenburgh, the Supervising Principal assumed this responsibility. In Newburgh and Schenectady, building principals served as Project Directors. In Oppenheim-Ephratah Central School, the elementary supervisor was named Project Director. In Albany, the City Director for Guidance and Child Accounting acted as Project Coordinator and Chairman of the City School System Project Advisory Council. At Windsor, the School Psychologist and the Director of Guidance served as co-directors. The Director of Pupil Personnel Services at White Plains was in charge of the Project for that system.

## Evaluation

One of the criteria for judging adequacy of Project ABLE proposals for approval of State aid was the inclusion of an evaluation plan. Each Project, consequently, developed evaluation procedures to be used in determining the effectiveness of its demonstration.

Evaluation methods and techniques proposed were understandably as varied as the Projects themselves. These procedures followed for the most part one of two approaches. One approach was the establishment of a control group, and as the demonstration progressed, the Project and control groups were studied for relative changes and differences. In New York City, the control group was the ninth grade of an academic high school in a comparable neighborhood. In Albany, the control group was a third and fourth grade class in another elementary school of the city.

The second major type of evaluation approach was the "before-and-after" technique. In this approach, the Project students were appraised or examined at the start of the Project. Then, as the Project continued, at its conclusion, and in follow-ups, the same students were checked against their initial records. This was the evaluation procedure that most districts came to employ.

A third type of approach was also used by a few districts, usually in conjunction with another approach. This was the comparison approach. The records for the Project group, as a group, were compared to similar groups who preceded the Project pupils in their particular school or community. Thus a school's holding power record and the proportion of students going on for further education, based on students who are one year or more advanced in school than Project pupils, were and will be used for subsequent comparison purposes.

What types of changes in Project pupils were studied? The following examples are typical: school punctuality and attendance; behavior and adjustment to school discipline; pupil attitude toward school; academic performance; interest in learning; long-range educational and vocational goals and plans; aspirations; major course or elective selection; study and reading habits; participation in school activities; personal appearance; school citizenship; popularity; self-concept; scholastic aptitude; motivation; parental attitude or expectation.

How were these aspects of performance or behavior assessed? Methods employed have included: standardized group tests and inventories; individual psychological appraisals; district-developed forms and check-lists; teacher anecdotal records; cumulative record data; pupil autobiographies; questionnaires and inventories; pupil surveys; interview and conference summaries; report cards; activity records; sociograms; and formal and informal statements by pupils, parents, staff, administrators and community representatives.

Sections of Chapter II of this report referred to some of the evaluations conducted during the first year by several of the demonstration programs. For most districts, the first year was necessarily a time to lay the groundwork for subsequent years; evaluation activity, therefore, has generally concentrated upon the collection of data to identify and select Project pupils for the demonstration and to establish their status quo. On the other hand, few, if any, districts expected great changes after the short space of one year.

Most of the participating districts have been able to gather additional significant information along the way which has been exceedingly helpful and encouraging. This has been the collective reactions of staff, pupils, parents, administrators, and community to the philosophy, goals, and activities of the Project. Overwhelmingly, and in light of a definite effort of the districts not to publicize their Projects, there has been resounding acceptance and support for the Projects expressed throughout the schools and community. School Boards and administrators have been quick to note this expression of enthusiasm and optimistic expectation, as can be seen in the broadened second-year proposals received by the State Education Department last spring. On the basis of this early, first year favor and support, the ultimate contribution of Project ABLE to the district and the State appears indeed propitious.

## Chapter IV

## General Observations and Summary

At the end of the first year of Project ABLE, there are several conclusions that seem warranted on the basis of reports submittedby the districts.

### The Sponsoring Districts

School districts (a) including culturally deprived pupils in their enrollments and (b) desiring to improve educational programs for these pupils are not limited to one geographic area of the State or to one type of school district or community. While the majority of the Projects are located in the large cities of the State and do include as a substantial proportion of the culturally deprived group, Negro children and children of minority, ethnic or nationality groups, there are other Projects which indicate that other types of school districts across the State enroll pupils whose backgrounds and circumstances distinguish them as disadvantaged, but in ways that differ from the urban deprived child. Most districts apparently are aware of the degree of seriousness of the problem in their particular locality; what varies among school districts is the type or nature of the deprivation prevalent, its intensity or scope, and the district's readiness to begin program modification or experimentation in light of it.

### Type of Demonstration Programs

The more promising programs are of the comprehensive type. These programs include a variety of approaches, services and specialties and attempt to compensate for and counter the deprivation, using a multiple-pronged attack. A few programs have limited their approach, for various reasons, to one or two types of modification, e.g., reading improvement or additional guidance service. This approach does not appear, at least at this point, to promise as extensive or as many gains as the more comprehensive approach. As Projects develop, it will be interesting to observe how the various combinations of approaches and services utilized produce variations in effectiveness among the Projects.

A Project activity producing immediate response on the part of pupils and parents is the field trip. These trips seem to represent in a simple, concrete fashion evidence to pupils and parents alike of the district's interest in the Project group. There is a point, however, at which field trips may be overdone, and evidence shows that field trips, to be effective, require, as do other Project activities, much preliminary preparation, follow-up, and careful plans to integrate them as meaningful experiences with pupils' other school activities.

### Selection of Project Pupils

It appears that districts are having more difficulty in determining the nature or effect of the impoverishment or deprivation on the learning of a pupil than they are in his initial selection. Although staff and conference meetings have shown the identification or determination of a pupil as deprived or disadvantaged as an interesting, if not controversial, theoretical topic for discussion, most districts, it seems, do not have too much difficulty knowing which of its student body, as a group, are deprived or disadvantaged, although there are certainly numerous instances of doubt concerning borderline cases. One district, New York City, is undertaking an interesting activity in attempting to isolate and quantify factors associated with cultural deprivation. This is being attempted by means

of a specially devised 45-item questionnaire-check list covering 13 major areas.

As mentioned previously, teachers and staff members have considerably more difficulty pinpointing the educational, psychological and social needs of a disadvantaged pupil and knowing how to proceed educationally with him than they do in identifying him. Thus far, in the development of Project programs, there seems to be little indication that a body of new understandings concerning the culturally deprived child has been produced. Rather, it appears that the major contribution of the Projects has been their focus on educational practice and activities regardless of the conditions or influences contributing to the deprivation of these youngsters.

## Role of the Staff

Repeatedly, Project personnel indicate that the greatest strides during the first year have been made with faculty and other staff members. Many teachers, as a result of the Project, have altered their views concerning these pupils' potentialities and possibilities for change. This has sometimes been a by-product of demonstration activities and at times a result of direct intervention on the part of Project personnel to produce such change through in-service training or orientation meetings, staff case conferences, et cetera. Along with this finding concerning teacher attitudes has been the equally significant indication that, without staff participation and understanding, satisfactory progress in attaining Project goals is definitely retarded, if not completely stalled. Projects are furnishing additional proof, if indeed such proof is needed, that one of the first steps in successful launching of a demonstration of this kind is the involvement of pupils' teachers.

## Parent Involvement

Project personnel report that they have made substantial progress in informing parents and enlisting their support for their youngsters' participation in the demonstration programs. Several points concerning parental participation, however, are noteworthy at this point: (a) parents are usually not told that they or their child are "culturally deprived;" rather, they are more often informed that their child has been selected for a special pilot project because of his particular potential which has to date been somewhat under-developed or which requires additional attention in the future, if it is to be more fully realized; (b) parents have demonstrated a tremendous amount of enthusiasm and support for the schools' efforts in these programs. Many school personnel, usually reluctant, anxious, or uncertain about approaching supposedly apathetic, hostile, uncooperative, or alienated parents, have found almost without exception that parents, although uneducated and overburdened and perhaps initially somewhat suspicious and apprehensive about even being approached, have welcomed the programs and beseech the schools for more of the same -- not only for their children but frequently for additional meetings and activities for the parents, as well. For the first time, perhaps, they see the school as making a manifest effort in helping their child get ahead and in providing guidance for the parent-child relationship; (c) Projects which have emphasized home visits, individual conferences, and group meetings for parents of children involved have on the whole made more progress with their programs than have those Projects which have not.

## Administrative Role

Administrators are playing a key role in the development of these demonstrations. This is evidenced by the imagination, skill and vision principals and supervisors convey to their staff and community. One of the most important contributions made by administrators is the provision of a climate for trial and experimentation in which innovations in school policy, programming and grouping are stimulated. Equally significant are the essential staff leadership and inspiration personified by their dedication, zeal, and conviction.

## The Role of the Community

School personnel are especially pleased with the amount of support and assistance they have received from community leaders, organizations, and informal groups. The resources available to the schools and the possibilities for enrichment experiences through utilization of community facilities and representatives are being tapped by the Project schools in great profusion. Tutoring scholarships, season tickets, "big brothers," special dinners, volunteer aides, and gifts of enrichment materials are examples of the genuine interest and desire of the community to work with the schools in furthering Project goals. Furthermore, community agencies and organizations, such as neighborhood houses, civic and religious service groups, and governmental offices provide rich consultative and service assistance and often develop parallel neighborhood or community programs to complement that of the school's.

## A Final Word

The first year of Project ABLE was an auspicious one. Demonstration programs were carefully organized and successfully introduced locally. As the second year commences, direction and purpose are soundly charted. A considerable degree of interest in the Projects has been manifested throughout the State and nation. In view of first-year gains and the progress and fulfillment envisioned for subsequent years, the future appears to hold great promise for the Projects, for the pupils who comprise them and, hopefully, for other disadvantaged children across the State and country.

# APPENDIX A

## April 1961 Announcement Letter

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
Albany 1

April 14, 1961

TO: City, Village and District Superintendents
and Supervising Principals

SUBJECT: State Aid for Identifying and Encouraging Potential Abilities in Pupils from Culturally Deprived Groups

An Act was passed by the recent legislature "To amend the education law, in relation to encouraging experimental programs for the purpose of identifying and encouraging potential abilities in pupils from culturally deprived groups." A sum of $200,000 was provided to implement this program for the next school year. This bill is before the Governor for signature. Since in his opening message to the Legislature he advocated this plan, it is anticipated that he will sign it.

The Act reads:

"15. In order to encourage experimental programs of school districts for the purpose of identifying and encouraging potential abilities for completion of appropriate programs of secondary or higher education among pupils from culturally deprived groups or from low socio-economic backgrounds, the commissioner is hereby authorized to make additional apportionments to school districts in accordance with the provisions of this subdivision.

a. Any school district planning to establish such an experimental program shall submit to the commissioner on or before the first day of June of the school year preceding the school year during which the program is to be conducted, an application together with such information as the commissioner may require, including at least a complete statement of the purpose of the program, the particular needs of pupils sought to be met by the augmented program, and the detailed procedures of operation and evaluation to be used, the expected duration of such program not to exceed five years from April first, nineteen hundred sixty-one, and a detailed estimate of the cost of such program.

b. The commissioner shall establish procedures for evaluation of such programs. Such procedures may include the appointment of an advisory council. One such program for each school district may be approved by the commissioner of education, and any program so approved on the basis of such procedures shall be placed on a list in accordance with the educational merit and value of the

program, and in accordance with the date of the receipt of the application, where several programs are evaluated as having equal merit and value.

c. Apportionments shall then be made annually for the approved duration of the program in accordance with the formula contained in paragraph d of this subdivision, in the order of such programs on the list established in accordance with paragraph b of this subdivision within the amount of the appropriation therefor.

d. Any district conducting an approved program as provided in this subdivision, and to the extent that funds are available pursuant to paragraph c of this subdivision, shall be entitled annually to an apportionment in the amount of one-half of the approved cost of the program provided for such pupils. One-half of the annual sum apportioned may be paid to the district as soon as practicable after the opening of school and the remainder at the end of the school year."

Please note that the Act specifies experimentation; that the funds are allocated on a matched basis; that the programs are limited to pupils "from culturally deprived groups or from low socio-economic background;" that it provides for an experimental program up to five years; and, that "one such program for each school district may be approved by the Commissioner of Education."

The local design for experimentation will govern the types of educational services and the grade (elementary and/or secondary) level to be approved. The plan may include additional instructional, pupil personnel or remedial services for the experimental group.

This design should be developed at the local level since you and your staff are most familiar with the pupils, school faculties and the neighborhood served by the schools. Members of the State Education Department staff will be available to assist school systems to refine and perfect approvable programs submitted by the schools.

Due to the limitations of time specified in the Act as "on or before the first day of June," school systems interested in participating in this program need to take prompt preliminary action. Accordingly, please submit to the Bureau of Guidance, Room 881, New York State Education Department, on or before June 1, your intent to participate, with a very brief summary of the proposed experimental design. This preliminary statement of intent will meet the deadline specified in the Act. However, if you plan to apply, an early submission, preferably by May 15, of the preliminary statement will be greatly appreciated.

School systems which file these preliminary statements will receive more specific instructions concerning the formal application, proposal contents and fiscal procedures.

Edwin R. Van Kleeck
Assistant Commissioner for
Pupil Personnel Services
and Adult Education

APPENDIX B

## Project ABLE Committees

Ad Hoc Advisory Committee

New York State Education Department Committee

Division of Pupil Personnel Services Committee

## Ad Hoc Advisory Committee

Nathan Brown, Assistant Superintendent, New York City
Paul G. Bulger, President, State University College of Education, Buffalo
Emelie F. Carroll, Director of Elementary Education, Board of Education, Utica
Edward R. Cuony, Principal, Junior High School, Geneva
Eric H. Faigle, Vice President, Syracuse University, Syracuse
Otis Finley, Jr., Director of Vocational Services, National Urban League, New York City
Marian F. Graves, Coordinator of Pupil Personnel Services, White Plains
Glyn Morris, Director of Guidance, B.O.C.E.S., Port Leyden
Richard L. Plaut, President, National Scholarship Service and Fund for Negro Students, New York City
Earl F. Soper, Superintendent of Schools, Kingston

## Departmental Committee

Edwin R. Van Kleeck, Assistant Commissioner for Pupil Personnel Services and Adult Education, Chairman
Theodore Bienenstok, Associate in Education, Research (Social Service), Division of Research
Anthony J. Capuano, Associate, Bureau of School Financial Aid Planning
Elbert K. Fretwell, Jr., Assistant Commissioner for Higher Education
Theron A. Johnson, Administrator, Division of Intercultural Relations in Education
Bernard A. Kaplan, Associate, Bureau of Guidance and Coordinator of Project ABLE
Warren W. Knox, Assistant Commissioner for Instructional Services (General Education)
Gerald T. Kowitz, Coordinator of Experimental Programs, Division of Research
C. Thomas Olivo, Chief, Bureau of Vocational Curriculum Development and Industrial Teacher Training
Bruce E. Shear, Director, Division of Pupil Personnel Services
Victor A. Taber, Chief, Bureau of Test Development
Ewald B. Nyquist, Deputy Commissioner, Ex Officio
Walter Crewson, Associate Commissioner for Elementary, Secondary and Adult Education, Ex Officio

## Division of Pupil Personnel Services Committee

Bruce E. Shear, Director, Division of Pupil Personnel Services, Chairman
Leo V. Feichtner, M.D., Chief, Bureau of Health Service
Hubert W. Houghton, Supervisor, Bureau of Guidance
Bernard A. Kaplan, Coordinator, Project ABLE
Paul B. McGann, Supervisor, Bureau of Guidance (deceased)
Irving Ratchick, Chief, Bureau of Guidance
William A. Sivers, Chief, Bureau of Psychological Services